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ABSTRACT

These career assessment guidelines provide an assessment packet that can be used by special education teachers or guidance counselors to assess the vocational and career interests of middle and high school special education students. The materials are designed to assist with test interpretation, to help high school students make realistic decisions for future job selections, and to guide middle school curriculum choices. The guidebook explains test administration, scoring, and interpretation by providing examples of each achievement/personality/career interests test and summary evaluations that were made by graduate student interns who worked with special education students as a part of the testing process that led to the development of this document. Each test is described in detail according to its purpose, validity, reliability, format, norms, age limits, predictiveness, answer sheet type, multiple forms, reading level, time limits, different levels for the same test, comparability to other tests, and statistical yield. In addition, a job competence evaluation sheet is presented along with a summary data form. An annotated bibliography concludes the guidebook. (JAC)

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CAREER ASSESSMENT GUIDELINES

FOR

MIDDLE AND HIGH SCHOOL STUDENTS

WITH SPECIAL NEEDS

ED219674

Social / Personal

Industrial

Management

Ecology

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Consultant

CG 016097

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INTRODUCTION:

The purpose of this project is to provide an assessment packet that can be used by the special education classroom teacher or the school guidance counselor, to assess the vocational and career interests and potential of middle school and high school students that have been classified by the Child Study Team as "Special Education Students". The funds to pursue this endeavor were granted through the Division of Vocational Education, Bureau of Occupational and Career Research Development - P. L. 94-482.

Students with learning difficulty usually pass through school with little direction as to their employability or realistic goals in regard to future plans for self support. This guidebook is developed to supply the tools that will help the classroom teacher or counselor make choices as to the most appropriate instruments for this assessment. It will assist the professional in test interpretation and help the student in making realistic decisions for future job selection.

For the middle school student, it can be of assistance in selecting curriculum choices. For the high school student it will clarify and identify each students needs for entry skills in appropriate job selection. For the teacher or counselor it will provide guidelines in regard to strengths and weaknesses in greater depth than just a strip of standardized scores that many teachers do not understand. In addition, it will provide individualized counseling services to special education children and assist the C.S.T. in determining the "least restrictive environment" for each child based on sound assessment procedures and personal interaction.

This guidebook gives clear and sequential directions and explanations to the teacher and counselor in regard to test administration, scoring and interpretation by presenting examples of each test. College interns from the graduate program at Trenton State College assessed thirty students and developed the program found to be most successful in working with these special children. Their candid evaluation of tests administered is provided.

This booklet will be used in the second year of the project to assist the consultant in providing the teacher and counselor with tools necessary for an on-going assessment program as a regular part of the curriculum. It will also be used to evaluate the curriculum choices open to special students and determine the appropriate selection of these choices - or develop new and more relevant ones.

Evaluation of a student's potential is very important. Teachers and counselors, when given the proper tools, can do a more efficient job in providing each student with a meaningful learning experience for realistic preparation toward job choices. The success of the teacher and counselor in understanding the child's needs will result in successful experiences for the student. This is basic to good education!

Martin L. Stamm

Martin L. Stamm, Ph. D.
Consultant

THE PROCESS

Graduate students, acting as interns worked on a one-to-one basis with student's identified by the Child Study Team as being "classified". All the College Interns were participating in or had completed a practicum course in counseling and testing at Trenton State College. The interns met with their students four or more times in the process of testing, counseling and interpreting the test results to the students, and often teachers. The interns then met with the classroom teachers to review the results and project plans for class placement for the following school year. The consultant met with each client (student) to interview and discuss his/her career aspirations. He also met with all the interns to review their summaries and discuss their conclusions, problems, etc. Each graduate intern developed a complete file on each student that included: 1) interpretations of test scores, 2) summary of their interaction with the student and the teacher, 3) an analysis of their test results compared with their perceptions and abilities (see forms A and B), 4) an evaluation sheet of their potential regarding basic work skills as compared to job skills (see Forms C and D), and 5) the summary sheet (Form E) combining all this information.

THE PRODUCT

As the result of these evaluations the following things occurred. The graduate interns, in most cases, were given their first opportunity to work in "live" situations with special needs children. Many had never worked in such a setting and had distorted conceptions of what "these students" were like. As they worked they became more sensitive to the needs of these students and in some cases, strongly championed their cause and volunteered to continue working with these students in a counseling role over the summer months.

The students given this special attention found it interesting to explore their skills instead of the constant frustration of their weaknesses. Here they discovered what they could do rather than what they could not. Generally, there was a marked improvement in their self image. They were responsive to the search for direction and were more realistic about their goals and future job choices.

The school curriculum was identified as lacking appropriate courses for these students. The course changes were not in areas of skill but rather in time and level of skills. It was generally concluded that most of these students could be "mainstreamed" into regular courses in many instances with minor modifications in the goals and objectives for these particular students. For example, an EMR student was felt capable of participating in a typing class if there was less emphasis on speed and more on just learning the basic mechanics of typing. This is the direction for planning for the second year of the project.

The completed evaluations, as developed by the interns were given to the school guidance counselor to assist him/her in aiding the student in course selection.

PART 1 - TEST ANALYSES (A) INTEREST TESTS

Name of Test: Ohio Vocational Interest Survey Publisher: Harcourt Brace Jovanovich, Inc.

1. Purpose: To assist students in identifying the vocational opportunities open to them.

2. Validity: Test items were correlated with its own scale of 24 occupations. It also had to have an item-scale correlation of .50 or it was dropped. Each scale (24 occupations) had to correlate at least to .70 or it was dropped from the test. It appears that the test measures what it is supposed to, however, information in the test sample is lacking.

3. Reliability: The test's reliability is based on two measures: internal consistancy and the test-retest method. The internal consistancy method is used initially because it takes into consideration the different ways to subdivide the test. This method does not provide for fluctuation in performance. To offset this unreliability the authors used the test-retest method to provide stability to the test's reliability.

4. Format: There are 280 questions dealing with personal to general interest questions.

5. Norms: To ensure a representative sampling of vocational interests, the sampling was from ten geographical regions. Ten states were identified as representative of the ten different regions. In each state, school districts were drawn from the urban, suburban, and rural areas identified by census data as having employment patterns approximating those of their state. A total of 43 school districts were selected and over 45,000 student in grades 8-12 took part in the national standardization program. National norms are based on the standarization sample and are reported separately for each grade and sex.

6. Age limits: 13 to 18 years (8th to 12th grade)

7. Predictiveness - not provided.

8. Kind of answer sheets - MRC machine scored

9. Multiple forms of the same test - none

10. Reading level - 8th grade

11. Time limits - not a timed test but usually takes 60 to 90 minutes to complete.

12. Different levels of the same test - none

13. Comparability to other tests - not given

14. Statistical Yield: Percentile, stanine , single score.

EVALUATION OF TESTING INSTRUMENT -OVIS

Review by: Thomas T. Frantz, Associate Professor of Counselor Education - Buros' Mental Measurement Yearbook (1029) 7th Edition.

For the counselor looking for a good, current, well standarized vocational interest inventory to use with high school pupils, the OVIS is worth consideration, and in a few more years it may well be the best choice.

There are, however, some indications that it might have been published prematurely. Some paragraphs appear in more than one place in the manual. Twenty-one of its 280 items were retained despite their failure to meet the authors' criteria for inclusion in the inventory.

In a number of instances the authors mention 114 worker-trait groups from DOT that were "plotted in the data-things-people cube" to form OVIS scales. Plotted how? What is the relationship of such clusters to the levels of data, people, and things? Factor analytic studies are alluded to but not presented in the manual. In looking up one such study, the reviewer found that the 24 scales were factored into five factors, each including various combinations of data, people, and things, and thus not really supporting the model.

Despite the above problems, I am optimistic about the future of the OVIS. The authors have clearly made a major effort to construct an appealing and useful vocational instrument. A number of problems are present; but most - including the lack of validity data - can, if the authors maintain their ambition, be remedied. The major problem lies in the questions surrounding the rationale and implementation of the data-people-things model.

CRITICAL EVALUATION BY INTERN

The OVIS is another interest inventory to enter the commercial market. It is designed to assist students in their vocational pursuits - grades eight to twelve. With its data-people-things approach to occupational counseling, OVIS is ideally suited for group and individual exploration of the world of work.

The OVIS uses a Cubistic Model of Vocational Interest based on the premise expressed by the DOT (Dictionary of Occupational Titles) that

data, people and things are essential elements of involvement in any job. This Cubistic Model was found to provide three dimensional structure, or cube, which could represent the entire world of work. From the DOT's classifications of some 21, 741 jobs the authors formed homogeneous clusters of 24 interest scales.

The 24 interest scales representing 114 worker trait groups were: manual work, machine work, personal services, caring for people or animals, clerical work, inspecting and testing, crafts and precise operations, customer services, nursing and related technical services, skilled personal services, training, literary, numerical, appraisal, agriculture, applied technology, promotion and communication, management and supervision, artistic, sales representative, music, entertainment and performing arts, teaching, counseling, and social work and medical.

OVIS combines the 7-item Student Information Questionnaire and the 280-item Interest Inventory to a machine-scorable form. The reading level is acceptable at the eighth grade level and above. The first six questions of the Student Information Questionnaire gather background information about the student's occupational plans, subject area preferences, curriculum plans, post-high school plans, and vocational course selection.

The test appears to be a useful tool for students and counselors. The breakdown of the DOT jobs into 24 scales is useful because it consolidates and organizes the many occupations. It is vital that in using the test the descriptive manual be carefully studied by the test administrator.

Graduate Intern
Trenton State College

SAMPLE INTERPRETATION OF OVIS

In interpreting the results, I explained to G. the 24 interest scales and that his results were very high in all fields. The lowest was music, however it was still considered a high score. When discussing this we found that G. did not have such a high interest in such scales as management supervision, entertainment and performing arts and teaching, counseling and social work. He did seem to have some interest in the remaining scales.

In conclusion, the client has not given his future career goal much thought. He also has not had much exposure to various occupations and has little knowledge as to the range of careers and what the mean. His results seem to reflect this. I recommended to the client that he look through magazines and books and observe people working and think about himself in that job. He should question himself as to what he thought good about the job and/or what he didn't like about it. I recommended that he be exposed to additional career education.

Donna McKnight- graduate intern.

Name of test: Career Assessment Inventory Publisher: National Computer Systems. Inc.

1. Purpose: Designed to assist in career counseling of high school students and adults, specifically those individuals seeking immediate career entry.

2. Validity: Content validity - high standard from internal consistency scale. Construct - compared to the Vocational Preference Inventory. Correlations are all high and positive (.60 - .78). Concurrent - data adds support. Validity is studied in depth; much data is provided in the manual.

3. Reliability: Test-re-test correlations in low .90's; very high over one week, two week, and 30 day periods. No data available for long test-re-test periods as yet.

4. Format: 305 items in three parts - activities, school subjects, and occupations. Free choice response stating degree of LIKE or DISLIKE.

5. Norms: 750 males, 750 females (adults) compose composite reference sample representative of various occupations. Does not say what geographical area.

6. Age Limits: Not stated. Generally intended for high school and adult population.

7. Predictiveness: Theme, Basic Interest Area, and Occupational Scales to indicate possible vocational interests. Also indicates similarity of interests between people in certain fields and the examinee.

8. Answer Sheets: machine scorable.

9. Multiple Forms of test - none

10. Reading Level: 6th grade.

11. Time limits: none - Requires about 45 minutes but range varies from 20 to 90 minutes.

12. Different levels: none

13. Comparability to other tests: Yes, Vocational Preference Inventory, Strong-Campbell Interest Inventory, Minnesota Vocational Interest Inventory. (Positive correlations)

14. Statistical Yield : Preprinted profile

CRITICAL EVALUATION BY INTERN

The Career Assessment Inventory (CAI) is designed to assist in career counseling of high school students and adults, especially for those seeking immediate job entry. In other words, the CAI is not aimed, as most such instruments are, at the college bound student. Another plus for the CAI is that it attempts to eliminate sex and cultural bias.

Basically the test is divided into three sections: General Themes, Basic Interests, and Occupations. The manual provides much information on validity and reliability data for the subtests, but gives no overall statistics for the inventory. The sub-test data shows high correlations to older tests, such as the Minnesota Vocational Interest Inventory, and excellent reliability coefficients (test-retest, 1 week, 2 week, and 30 days in the 80's.) Predictive validity is still uncertain. All the data provided is of limited value because the test is so new. It also appears to be a very small norming population, and geographically the representation is unclear.

In administering the inventory, procedures are clear. Never-the-less I feel too many items are included in the space provided by the answer sheet. The small print is difficult to read. It is easy to mark the wrong circle for a statement. It is tiresome to fill in 300 circles with pencil marks. The student for whom testing is a threatening situation will find these features difficult to cope with. It is also too long to administer to some students in one sitting.

Another problem within the administration of the test is differing concepts of the words "like" and "dislike". The two people whom I tested reacted very differently. One marked mostly "D" and "d". The other chose mostly "L" and "l". These reactions will make the printout profile difficult to interpret meaningfully.

In summary, the CAI has several admirable goals which separate it from other career interest inventories. These are that it is aimed at those seeking immediate entry into the job market, that it attempts to eliminate sex and cultural bias, that it has a relatively low (5th-6th grade) reading level, that it is divided into three realistic sub-tests. However, the drawbacks of small printing, excessive length and unclear understanding of the type of student for whom it was designed in regard to "like" and "dislike" need to be remedied.

Nancy Carringer, Graduate Student

SAMPLE INTERPRETATION OF CAI

According to the CAI profile, certain facts stand out. The student's response percentages give an overall indication that her career attitude is open and positive. The Fine Arts-Mechanical index shows a preference for creative and social service occupations. The Occupational Extroversion-

Introversion index suggests that she prefers working with people, rather than with just things. The Educational Orientation index shows a liking for studying and an orientation toward college (very unlike her school record to date - excessive absences, mediocre to poor grades). The Variability of Interest Index illustrates a preference for a wide range of interests.

The Theme scales show above average scores in all areas except "artistic", which is in the average range. Basic interest area scales show above average in all areas except carpentry and arts/crafts, which are in the average range. According to the Occupational scales, women in the following careers have interests most similar to the student's: operating room technician, police officer, verterinarian assistant, child care assistant, dental assistant, physical therapist assistant, teacher aide, department sales clerk , accountant, bank teller, bookkeeper, executive housekeeper, food services manager, innkeeper, key-punch operator, secretary, and waitress.

This profile highlights some interesting contradictions. These point up differences between what she says and what she does. The student expressed dislike for playing a musical instrument on the inventory, yet she told me she enjoyed her piano class at the school, and liked to play the piano. Conversely, she said on the inventory she would like very much to type letters, but in school she's never had typing because she didn't think she'd like it. At the very least, it seems that her opinions vacillate with the mood of the moment, or with what she believes her listener wants to hear.

Another critical area in interpreting these scores is assessing how well the student understood the statements as she read them. Another issue is how she interpreted the choices of her answers - what does "like" mean to her?

Obviously all individual test results are interpreted according to the client's strengths and weaknesses; in this case, however, even more care should be taken. To tell this student that she has college aptitude, as the Educational Orientation index indicates, whould be erroneous. And to encourage her to pursue careers such as accounting and bookkeeping would not be helpful. I believe it would be best to use these results to encourage her to stay in school by emphasizing the need for further training to pursue any of the varied interests which appear in her profile, and to underline the advantages of her open and positive attitudes to career exploration. The difference between interest and ability needs to be clearly identified.

Nancy Carringer- Graduate Intern

Name of test: Gordon Occupational Check List Publisher: Harcourt, Brace and World.

1. Purpose: Occupational Counseling specifically designed for non-college bound.

2. Validity: Not well established. Face Validity

3. Reliability: Not indicated

4. Format: Consists of a series of 240 statements of job-related activities. The subject underlines those which appeal to him and circles those which are most appealing.

5. Normative Data: none

6. Age Limits: High school and young adults.

7. Predictiveness: none

8. Kind of Answer Sheets: Test booklet, no separate answer sheet.

9. Multiple Forms of the Same Test: none

10. Reading level: High school or Junior high school

11. Time Limits: None but takes about 15 to 30 minutes.

12. Different levels of the same test: none

13. Comparability to other tests: none

14. Statistical Yield: Profile and single scores

EVALUATION OF TESTING INSTRUMENT:

From the Seventh Mental Measurement Yearbook (1019)
John N. McCall, Associate Professor of Psychology, Southern Illinois University, Edwardsville, Illinois.

This instrument is useful in counseling non-college bound high school students. It is based upon responses to a series of statements related to occupational areas in the semi-skilled and skilled trades. It is centered around individual responses rather than statistical outputs taken at face value. The chief benefit of this check list is that it helps the client to be more aware of the types of activities which are involved in the trades. It

systematizes the client's thinking as it relates to career planning. It is people centered not statistically oriented. It is a useful instrument.

SAMPLE INTERPRETATION AND EVALUATION OF GOCL

The main areas in which occupational preference is very strongly indicated in my client's responses in the GOCL is in the areas related to the scale termed "Outdoor" and "Technical". I feel that these responses are accurate given this writer's understanding of the client's interests as the result of my association with him for the past year and one half.

The client claimed to enjoy learning more about his interests as a result of taking this test. He says that he likes to hunt and trap. He also says that he enjoys creative activities such as sculpting. These activities are compatible with taxidermy in which he scored a high interest.

I feel that this instrument was very useful in helping my client reinforce his interest and be more receptive to counseling geared to help in his decision making in relation to career aspirations.

Charles Bush
Graduate Student

Name of Test: Strong Campbell Interest Inventory. Publisher: Psychological Corporation.

1. Purposes: Aid in making educational and vocational choices by determining interests; encourage communication between counselor/parent and student, regarding employment selection, decision making and research.

2. Validity: 1) Interest Scales - High or low concurrent validity with individual in different occupations given in Table; 2) Occupational Scales, concurrent validity expressed as per cent overlap, median overlap, 36%.

3. Reliability - 1) Occupational Scales, test-retest (2 wks.) .90, (30 days) .88, (3yrs.) .85, 2) Interest Scales, test-retest (2 wks) .91, (30 days) .88, (3 yrs.) .38, 3) Occupational Themes, test-retest, (2 wks) Mdn. .91, (30 days) .86, (3 yrs) .81.

4. Format: 325 items divided into seven parts: Occupations, School subjects, Activities, Amusements, Types of People, Preference between two activities, Your characteristics; in first five parts, client indicates "like", "indifferent", or "dislike"; part 6 and 7, client chooses between paired items.

5. Norms: 300 men and 300 women.

6. Age Limits: eighth grade (10% will have difficulty) and above; predictiveness increases as age increases.

7. Predictiveness: Between 50% and 75% of college students enter occupations that are predictable from their earlier scores (using "loose" criteria for each occupation); variation in predictiveness sometimes markedly between scales of similar items; in general, consistent high or low scores are better predictors than scores spread evenly over middle ranges.

8. Kind of Answer Sheets: darken the circle - machine scored.

9. Multiple Forms of the Same Test: none

10. Reading Level: 6th grade and above should be able to read this test.

11. Time limits: none but takes an average of thirty minutes.

12. Different Levels of the Same Test: none

13. Comparability to other tests: SCII is revision of the Strong Vocational Interest Blank. There are many vocational interest tests on the market but this one seems most extensive.

14. Statistical Yield: standard scores and comprehensive profile.

EVALUATION OF TESTING INSTRUMENT

From Buros, Mental Measurement Yearbook
Charles J. Krauskoff, Professor of Psychology, and Associate Director of Testing and Counseling, University of Missouri, Columbia, Missouri.

This is a paper and pencil inventory of interests applicable to late adolescents and young adults. It is clearically administered, requiring about 40 minutes. Scoring, difficult although simplified from previous procedures unless machine scored. The extensive data available on the SVIB are not always conveniently presented for the user, for the current forms are revisions, but the rationale and the large majority of items are identical to those for Strong's original instrument. The rationale is essentially that it is possible to differentiate men in a given occupation from men in general by asking questions about their likes and dislikes, and, further, that a person who likes and dislikes the same things as successful people in that occupation will be more likely to enter the occupation and be more likely to succeed in it. One could argue with this rationale,

even use data presented by the author on American Psychological Association presidents who do not all look like psychologists on the test, but the validity evidence suggests that a large proportion of college trained people do seek out occupations consistent with the rationale.

The new form has replaced 109 items and somewhat changed 50 more. Occupational scales are constructed to maximize separation between people in the occupation and men-in-general. Both the occupational groups and the men-in-general groups are described in the manual and in the handbook. The original men-in-general group was biased, with too many men in business occuaptions. The new group makes some adjustment for this but still appears to have too many professional-technical-clerical occupations to be a real men-in-general group. Several new occupational groups have been added.

On the profile itself there are several new features in addition to the new occupations. The grey area now represents the middle third of the men-in-general group rather than the "chance" scores obtained by throwing dice, as it did before. This should make interpretation easier. New scales called Basic Interest Scales are prominently featured. These are not mentioned in the 1966 manual but are presented in the 1965 manual supplement and in the Handbook. Although the items have good face validity, no empirical information is presented in either the manual or the supplement. One has to go to the Handbook. Here we find test-retest data for 17 samples over periods from two weeks to 36 years.

With the mass of information available, users and interpreters of the test should have training in psychological testing and spend some time with the manuals and the Handbook. The Handbook appears to be the most complete document of its kind ever assembled.

There are several new special scales added to this form, and the old interest maturity scale is gone. The new scales are divided into non-occupational scales and administrative indices. Little information beyond the scale development procedure is presented for most of these scales. A notable exception is the academic achievement scale. The information presented is not the kind that should inspire much confidence. The scale has been criticized by Frank and Kirk. In general I would have to suggest caution in interpreting these scales. More data and references are available in the Handbook, but unfortunately, especially for the references, there are none in the manuals.

After some of the above criticism, a final statement should be added. Both the original author, E. K. Strong and the current authors, especially D. P. Campbell, have shown themselves willing to tackle the complex and frustrating task of providing as complete as possible information for their test. They have succeeded better than most. The authors

are aware of the criticisms of their efforts and are to be complimented on their efforts to correct deficiencies where they agree and to make the rest of us understand where they do not agree.

CRITICAL EVALUATION BY INTERN

The SCII yields three kinds of information: 1) Scores on six General Occupational Themes, showing the client's overall occupational orientation, 2) scores on 23 Basic Interest Scales, which show the "consistency of interests or aversions in 23 specific areas, such as art, science, or public speaking," 3) Scores on 124 Occupational Scales, which indicate the degree of similarity between the respondents interest and the characteristic interests of men and women in a wide range of occupations.

In having interpreted the results of my client's profile, I get the feeling that a thorough job of interest evaluation has been done. Not only is there a great deal of information yielded by the profile, there is such a mass of opinion and research regarding the development and validity of the SCII, that it, quite frankly, makes me wonder how helpful to this user it really is. I see that in order to arrive at more than a visceral feeling for the Inventory I need more time, training, and especially, familiarity with the nature of test development, testing and measuring, and in particular, with the SCII. It is noteworthy that the profile shows about my client what we both intuitively feel about him. This however is not justification to use the Inventory as a short-cut to evaluation for all clients but it is tempting because of the amount of work that has gone into this inventory and because of such a well-developed profile that results. Nonetheless, I have read "experts'" critical evaluations, and since there is such disagreement among these experts, based on statistical procedures and test theory, with which I have had minimal experience, I'm not sure what to think (although I feel "good" about the SCII). I have become more aware of how a high reliability and validity coefficient, or norms may in fact not be reliable, valid, or "normal indicators" in and of themselves. Rothney's review in M HY, for example, writes with certainty that there is no evidence the Inventory even measures vocational interest. Well, I think it does, at least in one case, and would be an instrument that I would use again, with caution, and the understanding that it may contain built-in errors, and that the client's and my interpretation may also be erroneous.

John Tomlinson, Graduate Student

SAMPLE INTERPRETATION OF CLIENT'S SCORES ON SCII

In interpreting the print-out I had the client read the results and I aided him in interpreting what he read.

I stressed to the client that the results are measures of interest and not abilities. We discussed whether or not he had the ability needed for the jobs in which he expressed an interest.

Generally his print-out was interpreted as follows: In regard to general occupational themes, Realistic was the client's highest score. However, his score was average when compared with just males. The client did previously note many things defined in this category when describing himself. For example, he liked to work with machines and fish. All other Occupational Themes were low to very low in the following order: Investigative, Artistic, Enterprising, Conventional and Social.

None of the client's Basic Interests are high to very high. They all fall in the average to very low interest. The list of interests are comparable to what the client has stated his interests to be. (Military activities, adventure, art, science, agriculture, mechanical, medical science, and athletics.) Domestic arts found in the very low interest areas was stated by the client prior to the test as something he enjoyed doing. His average interests are mostly Realistic and Investigative. His very low interests are mostly Social and Artistic.

No occupations fall under the very similar column. Biologist and Merchand Marine Officer fall under the similar category however, the client's abilities do not match up with these occupations. Many of the careers (artist) (farmer) (skilled crafts,) (forester), in the average range column are careers that the client has interest in and also seems to have the ability to follow through.

The client has a very low AOR score, indicating that he does not have a strong interest in continuing his education. Therefore many of the investigative careers may not be possible to pursue as a career potential. The client has a high IE score indicating that he would rather work with his hands by himself than work with people. This seems to correspond with my client's stated interests.

Donna McKnight, Graduate Student

Name of test: Thurstone Interest Schedule Publisher: Psychological Corporation

1. Purposes: The TIS is a check list used for the purpose of helping an individual clarify his/her understanding of vocational interests.

2. Validity: Validity was studied for item vs. category correlation, with each pair considered as one item and correlated with the two scores to which the item contributed. 200 schedules reviewed revealed r's from .86 to .95 for the highest reported coefficients, .30 to .70 for the lowest, and from .64 to .85 for the average of all comparisons. This demonstrates significant Item Validity.

3. Reliability: Reliability was tested using 200 schedules by application of the split half reliability formula after Pearson correlation coefficients were computed for corresponding rows and columns. All reliability coefficients were at or above .90 (.90 to .96) Correlations between scores when tested were found to overlap in some cases, however, the correlations between most scores were generally low (-.31 to 168 with the majority between -.16 and .16). Where scores did overlap it was noted that corresponding occupational categories might very well be expected to do so. Where they were low it was noted that extreme differences should occur.

5. Format: Consists of a rectargle of 10 columns and 10 rows (100 spaces) in which are presented pairs of occupations. The subject is asked to circle the number preceding the occupations which he/she prefers in each box or cross out both if he/she prefers neither. Each column corresponds to one row according to ten occupational categories and yields one score for each of the ten. These scores are then reported in profile manner on the back page.

6. Age Limits: High school and above and adults out of school.

7. Predictiveness: measure of interest and not used for predictive purposes, therefore predictiveness is not applicable in this instance.

8. Kind of Answer Sheet: Hand scored four page folder. Produces profile.

9. Multiple Forms of the Same Test: none

10. Reading Level: 8th grade and above

11. Time limits: none - self administered. Usually takes 10 -15 minutes.

12. Different levels of the same test: none

13. Comparability to other tests: Comparisons are presently being made, however, currently the only comparison that has been made is with parts of the Kuder Schedule.

14. Statistical Yield: profile.

EVALUATION OF TESTING INSTRUMENT:

Fourth Mental Measurement Yearbook

Two reviews found in the Fourth Mental Measurement Yearbook : one by Norman Frederiksen, Associate Professor of Psychology, Princeton University; and Head, Research Department, Educational Testing Service, Princeton, N. J. and one by Donald E. Super, Professor of Education, Teachers College, Columbia University, New York, are considered here, with regard to TIS.

First, Frederiksen supports the use and viability of the TIS , while citing several critical areas of concern. Through a review of basic material presented in the test manual, Frederiksen cites the fact that the schedule is valid only in situations where honest responses are indicated. He points to the fact that the purpose is not disguised and therefore any subject can manipulate responses as a fairly sizeable drawback. Frederiksen also points out in his initial discussion of test manual content that the item validities and reliabiity are sufficiently high to justify the use of the test in individual counseling. On the other hand, he contends that test construction does not necessarily guarantee score comparability as is claimed. He cites the fact that changing job titles, though consistent with the occupational headings, may alter mean scores. Frederiksen's most critical remark concerns his contention that not presenting any norm research is a great drawback due to the fact that test claims of comparability of profile scores rest on assumption and not on fact as the author would like to believe. He states in conclusion that while this raises questions about claims made by the test author, the TIS is a valuable tool when used as additional information along with other measures.

Second, Super concerns himself with several criticisms and supportive contentions with regard to the TIS. First, he admonishes Thurstone's lack of consideration for possible differences in the meanings of job titles both between and within individual subjects. Second, he criticizes the misleading use of the term item validity in that it implies validity with some outside criterion. He emphasises that the fact that these are high in most cases is of noteable credit. He further goes on to stress that this problem, however, from which the Kuder and Strong tests are freer, would be the masking of possible cultural biases as a result. Third, Super commends the emphasis which the autnor places, as regards

the manual, on intra-individual differences, stressing that the test is inappropriate for cross individual comparison. Finally, Super points up the most notable and serious defect of the TIS as being the lack of any evidence of external validity, particularly in reference to his (Thurstone's) assumption that norms are unnecessary. He concludes by emphsising the value of the TIS as one means to an end and not as an end in itself.

CRITICAL EVALUATION BY INTERN

With regard to the TIS, there are several excellent aspects which make this test a useful tool. First, although the validity of the TIS rests heavily on the honesty of the subject in responding, or choosing, selections, the counselor who uses this survey of occuaptional interests after having achieved a reasonable degree of rapport, is likely to get honest and sincere responses. Second, the fact that the test takes only about ten or fifteen minutes to complete fuctions to make the subject less anxious and hostile. Third, the ease and quickness of scoring and the use of profiles makes it possible to give the subject immediate feedback. And finally, the profile ratios tend to give a good composite picture easily understood by both counselor and client.

With regard to the usefulness of the TIS, the primary benefit is as a comaprison with other measures. The reliability and validity of interpretation and understanding increases significantly as the number of measures used, and also in terms of the consistency of agreement among them. In this instance, if there is consistency then it is reasonable to conclude that the client is demonstrating a valid pattern of interests. If there is not, it is equally valuable to have such information for use in the counseling situation.

I personally like this test. It is clear, simple to administer and interpret, and a good measure of comparison. It is not to be used without certain cautions being exercised; that is it is not specific enough to give a complete and overall picture. It does give the tester a rough picture of the scope of interests, but as the literature suggests, its use alone gives little indication as to how successful or unsuccessful, or as an aid to vocational counseling, how an individual might benefit from this information.

In short, the ease and simplicity of the TIS are probably its greatest benefits, while in conjunction with other more in depth approaches, it might give the counselor and client a broader view of interests and attitudes. As is pointed out in the literature, the development of a set of norms for use with the TIS might increase its usefulness in this area, however, when used appropriately, it is a valuable testing instrument.

Charles Runquist, Graduate Student

SAMPLE INTERPRETATION OF CLIENT'S SCORES ON TIS

In this checklist which helps a person to clarify his vocational interests, the client scored the following:

1) Physical Science - 8
2) Biological Science - 16
3) Computational - 7
4) Business - 8
5) Executive - 9
6) Persuasive - 10
7) Linguistic - 10
8) Humanitarian - 16
9) Artisitc - 18
10) Musical - 1

Each areas's interest is rated on a scale of 0-20. A score of 20 represents the highest interest and a score of 0 represents the lowest interest.

According to this survey, my client's primary interest involves occupations which involve artsitic characteristics. Next came biological science and humanitarian interests. I reviewed the vocations in these areas and the client and I discussed his level of competency in these areas and the demands for developing skill within these areas.

Don Smith, Graduate Student

Name of Test: San Francisco Vocational Competency Scale
Publisher: Psychological Corporation

1. Purpose: It was designed to provide an assessment of the mentally retarded adult based on observation of his characteristic performance within his work situation.

2. Validity: Insignificant - there is not enough research to substantiate any meaningful validity.

3. Reliability: Also insignificant and not mentioned in manual.

4. Format: Three page booklet of 30 questions with five answers to each question.

5. Norms: Based on scores of 344 males and 218 females.

6. Age Limits : 18 to 30.

7. Predictiveness: will predict his ability to work at a particular occupation or if he has the ability to progress on to a more complex job.

8. Kind of Answer Sheet: Pencil and paper - booklet

9. Multiple forms of the same test - none

10. Reading level: test is observation of client by tester.

11. Time limits. none

12. Different levels of the same test: none

13. Comparability to other tests- none

14. Statistical Yield: Percentiles.

EVALUATION OF THE TESTING INSTRUMENT

Samuel Levine and Freeman Elsey, of San Francisco State College, reviewed this test in the American Journal of Mental Deficiencie., 73, pp. 509-513. Nov., 1968.

The authors see a necessity for screening and evaluative procedure in determining the effectiveness of vocational training programs. This is particularly stressed by the Office of Vocational Rehabilitation, and in their estimation, such evaluation has been less than adequate. There are no standardized evaluation scales that have general validity.

The personal attributes of the client seem to be as important as the person's specific job skills, so that any testing device should include relevant socio-personal and cognitive behaviors as well as motor behaviors.

They feel SFVCS correlates between the socio-emotional subscale and other subscores are low. Large number of items in this subscale showed poor discrimination and were eliminated. After eliminating low correlated items the remaining items indicated appropriate statistical properties and separate subscales were eliminated.

SFVCS offers a broadened concept of work performance. They see the factor of cognition and interpersonal flexibility identified in the present study would be helpful in decision making and indicates that measures of dexterity show low correlations with work success.

The initiative-dependability factor found in the present analysis conforms to conceptions of the type of individual who is likely to be a successful worker.

CRITICAL EVALUATION BY INTERN

The scale is lacking in validity and reliability. I am disturbed that this test would be used to judge a client's abilities for several

reasons, the strongest reason is that the judging is subjective through supervisor's ratings.

I would feel compelled to establish my own norms within the program since the original sample is so small (562).

I find the type of answers inadequate in some instances, it is a difficult choice to make, even though I appreciate the problem in selection of answers.

I do like the format and content of the questions as a whole. So I decided to use this test as an aide in the program working with my client. I had the teacher, director, and counselor fill out each client's evaluation form (the test instrument). Then I compared them and used the information to get a better picture of the client as he relates to several people. How exciting it is to speculate what it is that determined our responses. This process not only gave us a good picture of the client but it helped us get a more accurate picture of our interaction and perceptions of the client and also gave us the opportunity to explore the differences.
So in this respect, the SFVCS is a valuable tool.

Jean Henderson, Graduate Student

SAMPLE INTERPRETATION OF CLIENT'S SCORES ON THE SFVCS

Three people evaluated T. and the scores ranged from 86 to 90 to 98 which put him in the 69th percentile. I am not sure what this means to my client. It tells me what we already know since we evaluated him and we were responsible for that score not T. T. doesn't know what it means except that I can say three people think he is very capable of functioning in the program.

It does give the three people who did the evaluation a wonderful opportunity to get to see two other impressions of the client. It opens a line of communication that should enlighten everyone concerned because we will now be interpreting our insights and observations of our client. This will, in turn, bring into focus our expectations and/or lack of them concerning our client, and provide us with a basis for joint effort in working with this student.

Jean Henderson, Graduate Student

TEST ANALYSES - (B) PERSONALITY TESTS

Name of test: The Piers - Harris Children's Self Concept Scales
Publisher: Counselor Recordings and Tests

1. Purpose: Designed primarily for research on the development of children's self-attitudes. It also can be used to assist in clinical and counseling settings.

2. Validity: Some studies were conducted based on teacher ratings and peer ratings, but the correlations do not appear significant.

3. Reliability: The scale is judged to have good internal consistency and adequate stability. A retest after four months on one-half the standardization sample resulted in coefficients of .71 and .72.

4. Format: The test consists of 80 questions which the client responds to by circling a Yes or No. The statements are based on behavior, intellectual and school status, physical appearance, anxiety, popularity, and happiness or satisfaction.

5. Norms: The norms used are based on a group of 1138 students in grades 4 through 12 in a school district of Pennsylvania.

6. Age limits: The scale has been administered successfully to complete school classes from grades three to twelve.

7. Predictiveness: No information relative to predictiveness is presented. It does allude to the fact that a good score in relation to self-image will help in personal adjustment and general success.

8. Kind of answer sheets: Hand scoring paper and pencil.

9. Multiple forms of the same test: none

10. Reading level: Requires approximately third grade reading level.

11. Time limits: There are no time limits and the scale usually takes only 15 to 20 minutes to administer.

12. Different levels of the same test - none

13. Comparability to other tests: A table reports correlations between the test and several other intellectual measures. These vary considerably from zero to .48.

14. Statistical Yield: percentile and stanine scores.

CRITICAL EVALUATION OF THE TEST BY INTERN

This test was easy to administer and can be useful in a counseling situation to focus in on some of the problems students may be experiencing but which they cannot verbalize. Reliability information as reported in the manual appears satisfactory, but validity information seems to be lacking. It also appears that more information concerning norms should be made available because the only norms presented are from samples of students in one school district in Pennsylvania. The test was especially easy to score.

The results of this test were very helpful to the classroom teacher. Many were surprised at the poor self-image reflected by the client's responses and these teachers felt that they would be more sensitive to the child's needs after obtaining this information.

Ann Poskaitis, Graduate Student

SAMPLE INTERPRETATION OF CLIENT'S SOCRES ON PIERS-HARRIS

My client received a score of 61, which placed him in the 7lst percentile. More importantly, however, I will discuss some of his consistent responses.

It appears that from the responses given that C. is not pleased with his progress (academic) in school. He responded "No" to the statement "I am smart" and also that he worries about tests. He also responded that he had difficulty making friends, and responded negatively to all of the statements about popularity. This seems to indicate that counseling would be of great assistance to C. in helping him build a more positive self-image. A group counseling setting with his peers, reflecting similar concerns and how they cope with them, would be a good beginning.

Kathy Fockler, Graduate Student

Name of test: Mooney Problem Checklist. Publisher: Psychological Corp.

1. Purposes: Help clients express personal problems, facilitate counseling interviews; make group surveys leading to plans for action and education, locate individuals with problems, and help individuals recognize own needs. It is also part of research.

2. Validity: not applicable since it is a study in terms of individual and a particular situation.

3. Reliability: allows individual to examine his own perceptions which would not yield measure of intensity. When used for survey purposes in the pre-1950 Revision, Test-retest r= .93 (no interval given); Rank order r= .90 -. 98 for four educational groups.

4. Format: self-administered; underline problems and circle those of most concern; summarize and add additional information at end.

5. Norms - local norms can be developed if desired.

6. Age limits: high school- adult

7. Predictiveness - none

8. Kind of Answer Sheets: 288 phrases to be underlined if considered problem and circled if special concern; written summary and additional information at end. Pencil. Hand scored.

9. Multiple Forms of the Same Test - at different levels

10. Reading level: 5th grade and up.

11. Time limits: none but usually takes 20 to 50 minutes.

12. Different Levels of the same test - Junior High, High , Adult, College.

13. Comparability to other tests: none

14. Statistical Yield: Counseling profile.

EVALUATION OF TESTING INSTRUMENT

From Oscar Buros' Mental Measurement Yearbook
Thomas C. Burgess, Associate Professor, Counseling Center, Portland State College, Portland, Oregon.

The Mooney Problem Check List does not pretend to be a measuring device. "Rather the Problem Check List is a form of simple communication between the counselee and the counselor designed to accelerate the process of understanding the student and his real problems." The forms are composed of simply lists that are easily recognized as that of common problems, and the student is asked to mark those problems he has, to indicate those which are of most concern to him, and to write a statement about his problems in his own words.

On the forms he is also asked if he would like to discuss his problems with someone and on the high school and college level, he is asked to indicate , if he wishes, with whom he would like to talk. There is no mystery here, only a straight-forward list of problems and an obvious approach which leaves the counselee free to communicate to the extent of his readiness to do so.

The lists have been compiled carefully by referring to student statements of their problems, case studies, published literature on student problems, and the counseling experience of the authors. Published research reports indicate that students check an average of 20 to 30 problems which suggests that the lists contain a fairly good coverage of problems that students are willing to acknowledge.

Reliability assessment is a problem with this kind of procedure and no reliability figures are given. The manual points out the internal consistency methods are clearly inappropriate, and that retest estimates are subject to error due to rapid changes in the nature of the individual's problems and in the way he perceives them. It is also pointed out in the manual that the way a student perceives his problems may be changed by the process of going through the checklist (which should caution all users to have a control group when using the checklist as recommended by the authors to show the effect of remedial programs on the number of student problems.) In spite of the merit in these arguments, the reliability should be assessed and reported. The authors do report data indicating considerable stability of pooled results for groups.

To show the validity of the checklist would seem to require the demonstration that actual problems correspond to the problems reported. The obvious, but expensive, method of comparing reported problems with problems established through intensive case studies has apparently not been used. The manual reports the results of one study which contracted the responses of two groups, a remedial study skills class and a mental hygiene class and found differences appropriate to the two classes. A number of other studies have been reported in the research literature which also show that problem frequencies differ in appropriate ways when the responses of different groups are compared. It would be helpful to have the revised manual incorporate more of this kind of information.

It seems likely, as indicated also by the testimony of students who have taken it, that filling out the checklist gives the student a review of his problems which helps to place them in perspective. It must thus be useful to the students as well as to the counselor, teacher, or researcher who uses it to obtain information about student problems. The authors also recommend its use by the school counselor to facilitate the development of the counselor's understanding of the individual case. The suggestions given for its use in counseling seem

reasonable but there has been no experimental demonstration of how its use would actually affect the process or results of counseling or of what circumstances would be most appropriate for the use of such counselor aids.

In summary, the information available from all sources suggest that the popularity of the Mooney Problem Check List is well deserved, and that it may be used appropriately in the ways suggested by the authors. The authors should be commended for their repeated warnings about the various ways in which the information from the checklist could be misinterpreted. The user should observe these cautions carefully.

CRITICAL EVALUATION OF MOONEY PROBLEM CHECK LIST BY INTERN

The Mooney Problem Check List includes a broad range of problems that cover most areas of concern for the individual. It also allows for additional information if more unique problems aren't covered. It can be especially useful, particularly during initial interviews with a client who may have difficulty expressing his problems to the counselor. Used in this way, it can open the door to communication; it may say for the individual what he wishes to say but has a hard time expressing himself. It gives the feeling that someone else must understand , since the problems are all written out.

It can definitely be useful as a tool of communication between counselors of individuals and groups and as a tool to assist in determining the direction of counseling these individuals in either setting. Only if abused by giving it more value than the dynamic relationship among the individuals do I find objection to it. It seems very clear the problems marked are more closely related to the present circumstances and feeling of the examinee's life than would for example,an achievement or intelligence test.

Because of its many uses,the manual states, over-all index of validity would be meaningless. The manual also hesitates to document its statement used in surveys. Although it could be valuable to have this information when attempting to show something by the List's results, the caution of the authors must be commended by the way it emphasizes the fact the List is not a test, but merely an expression of an individual's problems.

John Tomlinson, Graduate Student

SAMPLE OF INTERPRETATION OF MPCL BY INTERN

On the Mooney Problem Check List my client's great concerns were in the areas of Personal-Psychological Relations, Courtship, Sex and Marriage, and Social -Psychological Relations. These areas are indicative of M's shyness, quietness and lack of friends. She wrote of her concern for her sister and Aunt and her worry about family matters. Her concern for her poor progress in school was significant. Although M. is "labeled" mentally retarded, she is a sensitive and aware human being who seems to have been thoroughly programmed to believe that she is worthless, ugly and "dumb." Her awareness of other's feelings about her as a valueless person has further handicapped her use of the limited abilities she possesses. M. will benefit from bringing out into the open her concerns, talking of them frankly and freely to the counselor and being helped to view her feelings in a rational and sensitive way. M. will need assistance in learning how to make friends and how, most importantly to like herself. This List helps the counselor pinpoint her concerns and move into an open and vital interaction with M.

Barbara Liebesperger, Graduate Student

TEST ANALYSES: (C) ACHIEVEMENT TEST

Name of Test: Wide Range Achievement Test. Publisher: Guidance Associates

1. Purposes: The WRAT is a tool for studying basic subjects of reading, written spelling, and arithmetic computation. The test diagnoses the limitations in persons of all ages with regard to these subjects. It determines the instructional level of the person tested.

2. Validity: The correlation of test results with outside criteria such as teachers ratings or chronological age. The correlation of the scores of one achievement test to another. The correlation of achievement scores with mental ability or intellignece. A factor anaylsis of a large number of abilities.

3. Reliability: Numerous population groups of different degrees of homogeneity have been studied. The correlation coefficients ranged from .92 to .98 for the reading and spelling tests and from .85 to .92 for the arithmetic test. A group of 77 retarded persons ranging in age from 15 to 17 years was given five successive administrations of the WRAT. He concludes that there are no indications that the children represented data that was described by tests previously administered. Three different administrations of the same test are favored.

The clinical reliability of the WRAT is that the coefficients were from .90 to .95 for each subtests with an average reliability of .93.

4. Format: Each subtest is divided into two levels, I & II. Level I is designed for use with children between the ages of 5 years O months and 11 years 11 months. Level II is intended for persons 12 years O months to adulthood. The three subtests are reading, spelling and arithmetic.

5. Norms: No national sampling. The groups of children were selected from schools of known socio-economic levels. In each age bracket, probability samplings based on IQ's were studied to develop WRAT norms that would correspond to the achievement of mentally average groups with representative dispersions of scores above and below the mean.

6. Age Limits: five to adult.

7. Predictiveness: There may be some predictiveness from reviewing the individuals written work and comprehension. Teacher remarks or academic record combined with these scores will help determine appropriate academic placement.

8. Kind of Answer Sheets: Hand scored.

9. Multiple Forms of the Same Test: There are two levels of the same basic test.

10. Reading Level: measures this so requires none.

11. Time limits: Time limits are stated for each individual subtest.

12. Different Levels of the Same Test: Two.

13. Comparability to Other Tests: no comparisons made.

14. Statistical Yield: percentile; grade placement; standard score.

EVALUATION OF THE TESTING INSTRUMENT

From the 7th Edition of Mental Measurement Yearbook (36)
Review by: Robert L. Thorndike, Professor of Psychology and Education.

This is a brief test, in part individually administered, that provides

a rough indication of three limited components of educational achievement. The components are spelling, decoding isolated printed word and pronouncing them correctly, and carrying out computational exercises in arithmetic and algebra. The adequacy with which these tasks represent the goals of education in today's schools is never questioned, and the content validity of the test is not considered by the authors at any point. This reviewer does not believe that it would judge to be high.

The items in each part are stated to be arranged in order of difficulty. In order to spread out those young or mentally retarded individuals for whom even the easier items of the regular test would be too difficult, an oral section is provided for each, to be used below a specified age or for examinees who do poorly on the regular test.

All parts of the test are timed, if not speeded, and in the word pronouncing test the task is stopped after a specified number of failures. Both of these features tend to inflate split-half reliabilities, and cause one to discount the rather startling values that the authors' report.

This test may have some value in a clinical or a research setting in which one is testing individually persons of such diverse ability or background that one cannot tell in advance what level of test would be appropriate, and needs to get a quick estimate of each person's general level of ability and education background. One would hesitate to recommend it for other purposes.

CRITICAL EVALUATION BY INTERN

Many of my students whom I teach have been administered theWRAT on a few occasions. I feel the test is both valid and reliable. I like the test for its easy interpretation of scores and its smooth administration. I feel the amount of material in the three subtests is adequate, without becoming time consuming.

The test's main disadvantage is that it does not test for reading comprehension, which creates a problem when trying to assess the individuals true reading achievement.

The WRAT has been helpful to me as a teacher of Educable Mentally Retarded students.

Andrea Freedman, Graduate Student

SAMPLE INTERPRETATION OF TEST RESULTS : WRAT

The results from the Wide Range Acievement Test showed that A. is functioning on fourth grade level in reading, spelling and arithmetic. The WRAT does not test for word comprehension or passage comprehension, therefore this is not a well rounded reading score and I will need to obtain supplementary data to complete this reading assessment. The reading sub-test measures the student's word identification skills and letter identification, and also their word attack skills. A.'s basic skills in arithmetic are fair. Her strengths are in simple addition, subtraction, multiplication and division. Her weaknesses are in fractions, decimals, percentages and measurement. This will be helpful information for her teacher in developing her learning plan.

Andrea Freedman, Graduate Student.

Part I - SUMMARY

The candid reviews and student evaluations of testing intruments may be helpful to the person deciding which instrument would be most appropriate. Most of the interns found that the best response from the clients was obtained when the personality or attitude test was given first. Thus the stigma of testing was eased with a testing instrument that one "can't fail". It also opened a good line of communication.

The completebattery of tests usually included at least one interest test, one personality test and the WRAT to give the counselor or intern a broad picture of the client. This, coupled with the material available in the schools and counseling sessions with the client provided information necessary to develop a report that would help in vocational planning and decision making.

PART II - TEST INTERPRETATION SAMPLES - SUMMARIES

After administering the tests, the intern was asked to review the results with the student and meet with the student several times in order to present some guidelines of interests, abilities and potential of the client to the client. This was then to be written in brief form to be used by the counselor in helping to determine course placement to help the student develop basic job entry skills. Following are examples of case type descriptions developed by the interns reflecting their interaction with the students and their test interpretations.

SAMPLE A

Eleanor's previous school history notes that she was retained in the second grade. During the 4th grade she was given the Otis-Lennon. In May of '73 when she was 10.7 years old she scored a M.A. of 7.7, for an I.Q. score of 79. In the 6th grade she was classified as "perceptually impaired (P.I.)". Her 8th grade report defined reading level at 3.1, math a definite strength on a fourth grade level, spelling as poor, English as not being retained, and penmanship as good. Speech instruction was provided during some of her elementary years, including the 8th grade. Her behavior in class was satisfactory, but she was involved in disturbances outside the classroom, and physical battles on the playground. Tantrums were not uncommon. She broke a pelvic bone during the last part of the year, which caused her to miss much school.

Over the summer she was involved in a job at a day care center from 7:30 a.m. to 4:00 p.m. during the week. When she entered high school in September, she was assigned to a special education class for reading, math, and English; regular classes included an introduction to vocations, art, physical education, and piano. Most of the guidance for Eleanor was done by her special education teacher.

During the first few interviews with Eleanor she struck me very much as a "wisp in the wind". She seemed to be completely directionless, having no goals whatsoever. As I spent more time with her, it became apparent that my initial reaction was caused by her fear and uncertainty. She has no goals for fear she will be unable to achieve them. The uncertainty stems from the unpredictability in her life. (During the two months I worked with her she lived in three different places!)

Conversations with Eleanor reflect her uncertainty and confusion: she says she wants to learn skills for a job (typing for example) but she plans to quit school as soon as she turns 16 - next year. She'd like to come to school regularly, but she enjoys poor health - her excuse for not coming to school. She sees her family as role models, but she'd

like to live a different kind of life. Her style of dealing with life's dilemmas seems to be that of avoidance, and occasionally, fantasizing. She seems very young socially as well as intellectually. I observed her participation in a class setting. Her reactions were more like those of a fifth grader than a freshman in high school.

The following tests were administered to Eleanor:

The Wide Range Achievement Test
The Ohio Vocational Interest Survey
The Career Asssessment Inventory
The Thurstone Interest Survey
The Mooney Problem Check List
The Piers-Harris Self Concept Scales

Results:

The WRAT indicated spelling, math and reading scores of low level: 3rd and 4th grade equivalents. This supports the school's assessment of Elenor's skill levels, and shows little progress from last year's report.

The vocational scores revealed an openness to a wide variety of career possibilities. On the TIS Eleanor's scores were highest in biological science, executive, and humanitarian categories. In the CAI the scores were most similar to those of women working in the social area of the occupational scales, such as child care assistant or teacher aide.

The Mooney Problem Check List revealed many concerns. Of 330 items, Eleanor indicated that 184 of these were problems to her. However only nine of these were circled as bothering her a great deal. Areas of greatest number of concerns are Social-Psychological Relations (25 out of 30), Home and Family (25 out of 30), and Personal-Psychological Relations (21 out of 30).

In the Piers-Harris Self Cocept Eleanor had 16 out of 18 appropriate responses in Behavior, 10 out of 18 in IQ and School, 5 out of 12 in regard to her physical appearance, 4 out of 13 in relation to anxiety, 1 out of 13 regarding popularity, and 4 out of 9 in Happiness and Satisfaction. The overall results indicate her very low opinion of herself.

It seems to me the most pressing need for Eleanor is individual work with a trained counselor. She has a very poor self image, no realistic idea of her strengths and weaknesses, poor to non-existent peer relationships. She has almost no sense of her own identity, let alone the possibilities that are open to her. Her experience with the real world has been limited. Regular sessions with a counselor will give Eleanor the opportunity and guidance needed to approach these problems.

Another approach to this problem would be to explore through a teen-aged group counseling experience feelings about self and peer relationships. This would be extremely helpful to Eleanor by providing a structured situation where she could begin reaching out to those her own age. Developing friendships within school provides a powerful motivation to attend school.

Assuming it is possible to have Eleanor continue to stay in school and to attend regularly, I would recommend a more vocational-oriented program for her, especially in the direction of on-site training. Since she has already had a successful work experience in a day care center she would be able to cope with a work study program and have greater incentive to learn if it related to her job. Other alternatives would be one day, or a half or a day each week as an office aide in the school (with pay), or parttime in a local coffee shop. Elenor needs to feel worthy. Without this she has no incentive to learn and her potential cannot be realistically measured.

SAMPLE B

In terms of Kenny's current needs, I will summarize by combining my views and his test results and observations in the following areas:

Academically: Although Kenny is functioning rather low in most academic areas, he is showing progress. He would benefit from continued individualize instruction - particularly in reading, spelling and arithmetic. If possible this material should be presented in a practical relationship to his vocational training.

Socially: Kenny's social maturity appears to be appropriate for his age. He is described by his teacher as out-going and humorous and seems to be well-liked by his peers. At the present time there seems to be no need to be concerned in this area.

Emotionally: From both my observations and his teachers' Kenny appears to be emotionally stable. Athough much to our surprise he rated himself rather low on the self-concept scale. I feel he would benefit from seeing a counselor and future teachers should be encouraged to foster a good self-image - especially in his academic achievement.

Vocationally: In comparing Kenny's abilities (as indicated by his test scores) to his vocational interest, there are several questions. First, Kenny has had very little exposure to science, yet his primary interest on the CAI is Science. Second, although his ratings on both fine manual coordination and innovation-creativity are low, his primary interest - as indicated by the TIS and expressed by Kenny himself, is Artistic. For the above reasons, it might prove beneficial for Kenny to be

enrolled in a basic science class and various art courses, not only to help improve his fine manual skills but to cultivate his interest in the area.

He is recommended for placement in a vocational/technical school.

SAMPLE C

Glenn covers up tension with a mask of easy good nature and a ready story to tell. He tires quickly, and is uncomfortable with academic situations such as the WRAT. While taking the CAI he had difficulty keeping his place and filling in the circles. His speech is simple, and easily understood. Occasionally, he would be at a loss for a word he wanted.

Socially, he has difficulty with his peers, and is quick to anger. He was waiting for his ride to Vo-tech one day as I was leaving the building and I observed another student remind him there was no smoking there. The hostility and hatred in Glenn's reply shocked me.

Glenn seems to mistrust the world and those in it. He is closed to new ideas or different ways of doing things. His willingness to risk is very low. He seems to have a wall of defensive reserve around him, trusting only the few adults he knows well.

He also seems to escape problems through fantasy. One visit he told me how he might be a truck driver like his dad was after he graduates next year. He described getting his license on his 17th birthday in February. I knew he would neither graduate or be 17 by next year but he refused to acknowledge that. I begin to wonder what his real world really is.

The following tests were administered:

Wide Range Achievement
Ohio Vocational Interest Survey
Career Assessment Inventory
Thurstone Interest Survey
Mooney Problem Check List
Piers-Harris Self Concept Scale

The WRAT which Glenn was obviously uncomfortable taking, yielded much the same results as the WRAT he took last August. He obtained grade equivalents of 3.0 in spelling, 3.4 in math, and 3.5 in reading.

The Thurstone showed a relatively strong interest in physical science. All nine other areas were low- biological science and the arts were the highest of these.

The CAI gave more explicit information which indicated a high interest

in the Realistic area - mechanical, carpentry, and skilled trades. The occupational scales show that men in mechnaical occupations, electricians, machinists, pipefitters, sheetmetal workers, and truck drivers scored very similarly to Glenn. Scores in all other areas were low to very low, following the pattern of Glenn's responses, 48% of which were "dislike" and 18% were "indifferent". The index checks show that Glenn has a strong preference for mechanical activities and that he prefers working with things to working with people.

The Mooney Problem Check List suggests that Glenn's most pressing problems are in the area of Finances, Living Conditions and Employment. He circled as most troublesome seven out of thirty in that area. Other areas of concern are Personal Psychological Relations (4/30), and Adjustment to School Work (4/30). However, I am not sure that Glenn was as open as he might be. He avoided the whole area of peer and sex relationships, which from his previous record, must be a problem for him.

In the Piers-Harris, Glenn scored high in three areas, and perfectly in another three, indicating that he feels pretty good about himself. Based on my observations and previous history, I question these results.

There are several vocational possibilities open to Glenn, in which he has expressed an interest. He needs to continue in vocational school to gain some experience in mechanical work, carpentry, and electricity. I believe he has the ability to do this kind of work, if he can overcome his other problems.

However, in order to succeed in vocational school, as well as at his high school, he needs to get along with his peers. There is much anger and hostility in Glenn which he needs to explore. Social skills need to be developed. Communication and decision making processes are vital in his growth.

Counseling is absolutely necessary to the development of these skills and processes. Glenn also needs experiences shared with peers in a structured situation. A talk group of teen-agers would be ideal. Given some guidance and a lot of support with these areas, he can achieve success.

PART III - JOB COMPETENCE EVALUATION SHEET

* INDIVIDUAL

* EMPLOYER

In addition to the testing and assessment of students for interests and potential, an attempt was made to examine the students ratings in regard to specific jobs. Matching student to jobs would be the technique used to help that student find part-time employment while he was still in school. With permission from Stewart Mills, Project Director of the COATS program, the following form was developed. (Form D. Each teacher, coordinator, assessor and student filled out this form in relation to the student's level of competence as he/she saw it. These ratings were then matched with ratings given by employers as to specific needs in these areas for a specific job identified on the sheet. Those that matched closely were seen to have greater chance for success on the job.

Form D

Individual Evaluation Sheet

Directions: From your knowledge of this student, give the fairest rating on each category of the below descriptive skills. Scale 1-5 (5 highest - 1 least)

A. Persons ablility to deal with concrete things or objects

	1	2	3	4	5
1. CORRECTION: Make sure things work as they should; repair or inspect things. Correct the quality of own work. Ensure quality performance of machinery and equipment.					
2. FINE MANUAL: Work with small things; eyes and fingers work together; Type, Carve, Knit Use fingers in close coordination with eyes. Pay attention to details and small things.					
3. LOCOMOTION: Move around a lot in any vehicle or on foot; drive cars, trucks, buses. Drive or operate mobile vehicles. Operate equipment mounted on vehicles.					

Form D (continued)

	1	2	3	4	5
4. GROSS MANUAL- INDEPENDENCE: Use hands and tools, little regulations; some skill used to make or assemble things. Apply some skill in the use of hands, tools or machinery. Be relatively free from detailed supervision by procedure, supervisor or machinery.					
5. GROSS MANUAL-DEPENDENCE: Use hands and tools, close regulation; make assemble things "by numbers", little skill. Apply little skill in the use of hands, tools or machinery. Be dependent on detailed and close regulation by procedure, supervisor, or assemby line.					
6. ORDER: Keep things neat, orderly, where they belong, lubricated. Put things where they belong. Clean or tidy things. Lubricate things.					
7. ATHLETIC: Use large muscles in heavy work; lift, pull, push large and heavy things. Use the large muscles of the body in hard physical labor. Pay attention to broad overall results only.					
8. UTILITY: Get things for other people; get tools, run errands, deliver things. Help others by doing unimportant things to save their time and energy. Act in response to some immediate demand by someone else					

Form D (continued)

B. Activities that deal with people (Social)

	1	2	3	4	5
1. MANAGEMENT: Influence and be responsible for others' future actions; guard, train, supervise. Guide, influence, or direct the present and/or future ongoing behavior of others. Be responsible for that behavior.					
2. PERSAUSION: Convince people to act now; sell, persuade others to react quickly in some way beneficial to employer.					
3. PHYSICAL SERVICE: Meet specific and personal physical needs of other people. Feed, bathe, clothe others. Have physical contact but only a slight personal relationship. Have a relatively wide range of decisions.					
4. ATTENDING: Deal with people in an impersonal way; polite and regulated. Provide a service completely determined by the employer. Have a very narrow range of decision. Have only minimal and slight contact with others, never physical.					

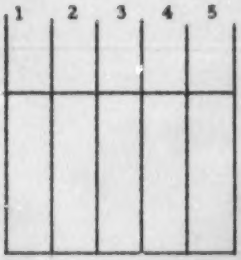
C. Activities that deal with information and ideas

1. INNOVATION: use personal opinion, imagination, or art to deal with problems, situations. Give meaning to a situation and find an artistic creative or original solution to it or change in it. Express some personal idea unconventionally.					
2. VERBAL: Use words to deal with problems and situations; write, talk, read, discuss. Use written or spoken words to represent ideas, people or things. Describe situations and relationships or solve problems using words.					
3. NUMERICAL: Use numbers to deal with problems and situations; measure, calculate, count. Use numbers or number concepts to represent ideas, people, things.					

Form D (continued)

Describe situations and relationships, or solve problems in numerical terms.

4. CLERICAL: Keep clerical details in an orderly, logical way; file list process. Record and order data of any kind. Process paper work intended to record or order data.



EVALUATION COMPLETED BY:

_____ Teacher _____ Assessor _____ Student _____ Coordinator

FORM E

EMPLOYMENT CHECKOFF CHART

JOB _____ (specific position)

NAME OF INDUSTRY _____

CONTACT PERSON _____ 'PHONE # _____

Direction: From your knowledge of this job, give the fairest rating on each category of the below descriptive skills in relation to responsibilities of this job.

Form E follows the same format as Form D only is checked off by the employer in regard to the qualifications he finds most essential in his employee for success on this particular job.

Upon completion this will be kept in the job file and when a student matches this profile, he will be recommended for the job.

PART IV- SUMMARY OF DATA FORM

(FORM F)

Upon completion of tests, counseling, interviewing, and individual evaluation sheets, each intern completed this form as an overall summary for the teacher, student and counselor.

FORM F
SUMMARY SHEET

ACADEMIC INFORMATION

AREA	PERCENTILE	LEVEL OF ACHIEVEMENT
READING		
SPELLING		
ARITHMETIC		

RATING SCALE SUMMARY

AREA	STRENGTHS	DEVELOPMENTAL NEEDS

INTEREST TESTS

AREAS OF HIGH INTEREST TO BE FURTHER EXPLORED IN PRIORITY ORDER

1.	2.	3.	4.
5.	6.	7.	8.

SUMMARY INTERPRETATION IN REGARD TO CURRICULUM RECOMMENDATIONS PRESENT AND FUTURE (PLEASE BE SPECIFIC)

TEACHER REACTION

SUMMARY - A CHALLENGE!

If we are to examine the use of assessment to help an individual discover his potential and eventual job role, we must consider the following:

1. Tests are designed to assist the individual in understanding himself, his potential, his limitations.

   Question: Do counselors really want slow learners in elementary and secondary school to be aware of their limitations? Is anything to be gained by reinforcing by tests and grades their low self esteem?

2. Tests are designed to discover that students who feel good about themselves and their abilities are those most likely to succeed.

   Question: Can any child consistently score low on standardized tests and teacher made tests and still feel good about his ability?

3. The self-image of the under-achieving child includes attitudes that he is inadequate and incapable of learning.

   Question: Might tests give him the evidence that he is an underachiever? Might tests have failed to measure his real strengths because his interests do not coincide with what is taught in schools? Might his physical and mental and emotional development be giving him the appearance on tests of being what he really isn't - an underachiever?

4. Growth in intelligence is very much a function of environmental circumstances.

   Question: Is it valid or fair to gauge a slow learner's ability by an intelligence test at any point in time? Knowledge of the I.Q. would seem to benefit a slow learner only if because of the knowledge of his environment were greatly enriched, individual attention to his needs were significantly increased, and opportunity to compensate for his deprivation were provided.

5. Primary prevention involves helping children develop competence and strengths.

   Question: Is it not a tendency for children to strive up to expectations they know others have for them? Do they not place value on what others think they are capable of doing?

6. Successful experiences result in realistic goal setting, while failure

experiences conclude with unrealistic goal setting.

Question: Do low scores in tests ever provide success experiences? Grading and testing make it difficult for many children to set realistic goals with confidence that they can achieve them.

7. Through a process of compromise between individual and social factors, the individual chooses a career that will allow him to implement his self-perceptions and to be the kind of person that he views himself to be.

Question: If a child views himself as a failure each time he takes a test and this continues thoughout his school years, what career will be open to him? - what careers are there in which a "failure" can succeed?

8. The retarded child can come to hate and fear school as a place where he meets with failure and ridicule, and school phobia may be the result.

Question: Do we not have objective evidence expressed in numbers of letters documenting failure to a retarded child, his parents, and his peers. How can a child so treated have self-respect as a learner and respond with any emotion but hate and fear of the whole school complex?

Our approach to testing of children that have been classified as "special education" is that these children have normal needs and goals. That these children have limitations is only one consideration for in all other aspects, if we allow them, they are just like any other child. The response to the special attention of the counseling interns was most interesting. Teachers were quick to note the change in attitude and even dress by some of the students for the simple reason that they(the students) knew that someone was interested in them as a success figure - as someone who was going to do something and plan with them - listen to them and perhaps help them in some inital decision making. The follow-up of this project will be an emphasis on personal contact with these children and on the emphasis of strengths rather than weaknesses. Will we not discover that when this individual believes that he matters he will strive to find a way to become worthy to his community in some unique way? That is our challenge.....

MLS

PART V - ANNOTATED BIBLIOGRAPHY

Anastasi, Anne. Psychological Testing. New York: MacMillan Co., 3rd. Ed., 1968

The primary objective of this reference is to enable the reader to evaluate and to interpret the scores of tests correctly. The text is considered a classic work among psychologists.

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A very informative text, emphasizing the use of tests to learn about students and help them most effectively with personal problems, education, vocation and adaptation to society. Gives methods of evaluating, selecting, using and interpreting tests, along with information about counselor relationships with students, parents and teachers.

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Buros Mental Measurement Yearbooks give descriptions of tests, statistical data relating to them, and review of the tests by well-known authorities in the testing and counseling field.

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Gilbert, Joseph, Ph. D. Clinical Psychological Tests in Psychiatric and Medical Practice. Springfield, Illinois: Charles C. Thomas Publishers, 1969.

The authors goal is to acquant members of the medical and other professions with the basic premises, techniques and devices of clinical psychological testing.

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This is an in-depth study of the client-counselor relationship, its meaning to both, the morals and personality of the counselor, necessity of empathy and the setting up of a counseling program. Includes many case studies. Although testing is not a major issue, the emphasis on meaning in life as a guide to effective counseling is a needed awareness and core dimension, which will help the counselor select appropriate measurement tools where needed.

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Discusses similar behavior patterns often used subconsciously by clients who do not want to make a career decision or want others to make the decision for them. Facilitative suggestions to help the client get out of the TA-type pattern.

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The authors present guidelines in interpretation of psychological testing, with a case history.

Stamm, Martin and Blossom Nissman. What You Always Wanted to Know About Testing But Were Afraid to Ask. Rancocas, New Jersey: Guidance Awareness Publications, Box 106, 1973.

A brief question and answer booklet responding to the concerns about testing of parents, students and teachers.

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This article describes the importance of helping the client study and improve his decision making abilities. By logging past decisions and evaluating them, one becomes more aware of the process being used to make important decisions, such as a vocation.